

COMMON SCHOOL ASSISTANT.

A Monthly Paper, for the improvement of Common School Education.

VOL. I.

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From the well-known character and abilities of the Editor of this Paper, and the vital importance of the cause it advocates, we hope that every citizen will consider it his duty to aid in giving the "Common School Assistant" a circulation in every family and school in the Union.

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COMMON SCHOOL ASSISTANT.

A BETTER DAY.

What a change in one year, and on the subject of education too!! A subject to which public attention had not been turned. We might, it is true, have talked about education; have written some learned essays on education; have put in the statute book some good laws on education; but the whole people with their voice, and their press, and their travelling agents, and their voluntary associations, controlling and concentrating their awakened energies, *had not spoken*. It is only of late that the arms of the community have been thrown around the school-house. It is but even now, that public sympathy, and public talk, and united public action, is with and for, the common school. Enlightened public opinion, which is, in this country, a law above all laws, a power before which abuses, and evils, and defects, can no more exist than darkness at mid-day; the destroyer of ignorant legislation, and the maker and the minister of wise laws—a power that makes every man ashamed of mere talk without action, but that makes every man act, is *now felt*, and strongly felt, in every district, and in every family of the district. When the father passes by the school-house, he says to his neighbor, "We must put some glass in the windows that you see broken out; and we must nail on those clap-boards; and we must fix a little shelter for the wood, to

keep it dry this winter." His neighbor says, "Yes, yes, you are right; I was thinking about that the other day; we will try and have a better school than we have had. I think, too, that we should pay a little more and get a better teacher; don't you think it is best?"

"I should like that much," says the other, "for I mean to send my larger children to school this winter; and I mean to send them more steadily too, than I have done. I do believe, as the Common School Assistant says, 'that to give our children a good education, is the best thing we can do for them.'"

"Yes, neighbor," says the other, "I will go to-morrow and fix the school-house; and will keep a good look out for a qualified teacher. And we will have a school-meeting, and get all the district awake on this subject."

Such is the feeling and the language in the districts. What could be more promising?

Says the legislator, "I must pay more attention to the education of the people. They now are awake to this subject, and will accept of good, sound laws. They begin to want legislators who will do something for the mind, something for mental and moral greatness. I must try this winter to make the subject of education a prominent one. I know the people will sustain me if I do."

Thus thinks the legislator, nobly, patriotically; and he thinks right too. Let him continue to think so, and to act as he thinks, and we will ensure him popularity. Yes, more than this, hearty thanks, and a good conscience.

And the teacher says, "I must study more than I have done, for I see that the inspectors will not give a certificate as readily as they once did; and some of the scholars intend to study higher branches than they have done. I should like to go to school for a few months myself before I teach any more. I believe the district would pay me more, if I had a better education. In fact, I *must* go to school, for I cannot teach as the people now want their children taught."

Mr. Teacher, you are right. Yes, go to school awhile, the district will pay you for the expense you are to. Make teaching a profession, an honorable one, and a well rewarded one too. You can do this if you choose.

Says the child, "Oh, Papa, let me go to school this winter; the school-house is to be made warm, and we are going to have some new books, and the teacher is to make it so pleasant! Oh, Papa, do let us all go to school."

Well done my little friends; that is right; go to school and see how hard you can study, and how well you can behave, and show your parents that they are rewarded for the additional expense in giving you such a good school.

Now, reader, is there not a "better day" at hand? Does not the language of the father, of the legislator, of the teacher, and of the child, mean something? Go where you will, such is the talk, such is the feeling, *and such are the noble resolves*. What do you mean to do for one? Do something for the great cause, I do beseech you; do it judiciously, thoroughly, and *do it now*.

THE "FARMER'S SCHOOL BOOK."

The king of Sparta being asked, "What things he thought most proper for boys to learn?" answered, "Those things which they expect to do when they are men." Sparta had a wise king, and well had he studied the education of her youth. The whole range of education he embraced in one sentence. The advice was full of wisdom, brief, simple, and beautifully practical. But the young farmer, in America, has not taken this advice. While receiving his education, he has learned nothing of his profession! No! Where is there a district school that teaches agriculture?

What profession so difficult as that which works with breathing, changing Nature. What knowledge of **CHEMISTRY** is required to see and bring to our assistance, the energies and the operations that are constantly and beautifully going forward in the laboratory of the physical world! What an insight there should be into the elements and the life-giving energies of the air! What knowledge of **GEOLOGY** and **MINERALOGY** is

necessary, that the *nature* and the *foundations* of the soil may be known! What familiarity with plants! How the farmer should look upon their sympathies, their favorite habits, their loves and their aversions, their appetites and their chosen elements, their wants, and their health, "*as friend looketh upon a friend!*" How well should the farmer understand every plant, and shrub, and grass, and grain, and flower, that blooms or ripens in his field! How observing should he be; how conversant with every department of natural science!

NATURE and the FARMER work together, for the same object, in the same work-house, and with the same instruments and materials. Nature is struggling with all her great energies to feed and bless the human race; and to aid her is the work of the farmer. But he will be a poor help if he does not understand her mode of operation.

That he may know more of nature; that he may see her operations; that he may understand the properties, the food, the health, the growth, and the perfection of all her lovely children, (the grains and grasses;) and that he may more clearly and joyfully perceive the animal kingdom, with all its feelings, and powers, and propensities, and natural instincts, "and judging intellect that shadows man," and that through all, and above all, the farmer may STUDY HIS PROFESSION, this book has been published. What an inviting range of subjects does it embrace, and all adapted too, to the intellect of the child and to the hands of practice.

CONTENTS OF THE BOOK.

Preface; Introduction; Chemistry, general principles; Caloric; Oxygen; Nitrogen; Atmosphere; Carbon, carbonic acid; Light, electricity; Hydrogen; Water; The earths; How tillable lands are made; Composition of arable lands; Vegetable nutriment; Properties of mixed earths, and their cultivation; The nature of manures, varieties; The nature of manures, varieties, continued; Stimulating manures; Improvement of the soil; Succession of crops; Grasses; Grasses, continued; Hemp; Hops; Ruta Baga; Pasture; The culture of silk; History of silk; Silk, continued; Sugar made from beets; Beet sugar, continued; Best breeds of cattle; The different breeds of neat cattle compared; On buying and stocking a farm with cattle; The cow, raising calves; Working oxen; Pasturing cattle; Soiling cattle; Stall-feeding beef cattle; Milk kine; The pasture and other food best for cows, as it regards their milk; The management of milk and cream, making and preserving butter; Making and preserving

cheese; Swine; Diseases of cattle; Diseases peculiar to oxen, cows, and calves; Diseases of horses; Of sheep, Sheep, continued; and the farm-yard.

What delightful, what inviting, what business subjects for the farmer! What a fund of information too for the exercise of his mind, the improvement of his farm, and the increase of his wealth!

These subjects are divided into fifty chapters, and these again into suitable reading verses, for the classes of the school. The children, while in school, may now read and study the business of manhood. They need no longer read over, and over, for the fortieth time, the "English Reader," or some other "Reader" that they feel no interest in, and from which they seldom get an idea for the practical business of life. The subjects of this book are what they see, and hear, and handle, while at home at night, and in the morning, while they are laboring in the field, and while they are at sport in the hour of leisure, while feeding the flock on a winter's day, or leading it to the fresh green pastures of summer. During the sweat and the toil of life, this book, and the book too of the school-room, (how unusual!!) will come up to the memory like a helping friend, to lessen and lighten the daily task. The work will make *farming delightful, profitable and honorable*. It will be, if we mistake not, one of the most popular works of the "Useful School Books." It was wisely selected by the "Committee" for one of this series which are published at the "Common School Depository," No. 71 State-street, Albany.

For the Common School Assistant.

It is very gratifying to the writer, to know that the all important subject of popular education is beginning to receive that attention which its importance demands. Societies, whose objects are to promote the general diffusion of knowledge by improving common schools, are daily springing up around us. Not long since a large and highly respectable convention of the friends of education was held at Montpelier, Vt. Presidents and Professors of colleges, Principals of academies, Teachers of common schools, Doctors, Judges, and Clergymen of various denominations, all united in devising means for bettering the condition of common schools in the State of Vermont. Several counties in the "Empire State" have well organized and efficient societies to promote the same great objects.

The citizens of Herkimer county are awake to the subject—a county convention is to be held in December next. This augers well for our country. "Let the people strike upon this chord and it will discourse most excellent music." It is education that built up the majestic columns of

our national glory, and this alone can prevent them from crumbling into ashes. The people are aware that the common schools are defective—and the inquiry now is, what shall be done to render our schools what they should be—nurseries of science and virtue. The first requisite to a good school is a well qualified and faithful teacher.

The business of teaching a common school is so laborious, the wages so small, and the honor so little, that few, or none, think of following it as a profession. Hence most of our common schools are taught by persons of little or no experience. It will require the united exertions of the friends of general education, for years, to elevate our schools to their proper standing; but the work of improvement should commence immediately. Reading is doubtless the most important branch taught in school.—The very common practice of permitting children to read year after year, without understanding the meaning of what they read, is fraught with much evil. A dislike to books and schools is often acquired by this means, which may remain through life. Let those who wish their children to acquire a taste for reading, in early life, put into their hands books on a level to their capacity.—Cobb's *Juvenile Readers* Nos. 1, 2 & 3, are precisely what is wanted in primary schools. No. 1 is designed for beginners, containing easy reading lessons, composed of words of one and two syllables only. No. 2, contains words of no greater length than three syllables. The pieces, in most cases, are extremely interesting to children, and are well calculated to allure them from idleness to study. No. 3, is intended for more advanced readers—narrative pieces on American subjects, natural history, botany, chemistry, natural philosophy, &c., are treated in a manner admirably calculated to amuse and instruct, and yet so briefly that they are not fatiguing. PESTALOZZI.

Oakfield, Alabama, Sept. 20, 1836.

Mr. J. ORVILLE TAYLOR:—

Sir—I enclose ten dollars for you, wishing you to forward to me the set of Common School apparatus selected and recommended in the fifth number of your valuable paper. I wish it forwarded to me, to the care of Messrs. Wood & Shaw, Knowlesville, Orleans county.

I am unacquainted with the Orrery, and if any explanatory work is necessary to an understanding of its uses, I should wish you to put up with the Apparatus some work of moderate price, or to recommend some that I may obtain in our country bookstores. I am happy to learn that such attention is paid to the subject of school books. I have long been disgusted with the elementary works used in our district schools, and am persuaded that something must be done on this subject, or all other endeavors to elevate our schools will avail but little. Why sir, the errors and improprieties in our spelling books are so gross, that mere children can detect them, and what dependence can we or the scholar place in their *Standards*!! We want something correct and suitable, and they being put in general use we shall find uniformity. Look at the ridi-

culous situation of school inspectors—asking the number of the sounds of the letter A. Why the teacher can answer almost any number from four to eight, and all on good authority. These things are wrong, and call for immediate attention, and I sincerely hope the "Useful School Books," noticed, may be such as will fully answer the purpose, and come into general use.

Yours, respectfully,
ORRIN DENSMORE.

Wilson, Oct. 7th, 1836.

To J. ORVILLE TAYLOR:—

Dear Sir—Enclosed is ten dollars, for which I wish you to forward forty copies of the Common School Assistant, commencing with the first number.

A society has been formed in this town for the purpose of disseminating information on the subject of common schools to its inhabitants, and to arouse the public mind from the state of apathy, in which it at present reposes, to the importance of this interesting subject, and to obtain a more liberal support to these fountains of knowledge, viz. our common schools. You will probably hear from our town again after a more extensive circulation of our subscription, which has thus far been confined chiefly to our neighborhood. The board of managers have thought it advisable to circulate your valuable paper in every district in the town as extensively as possible, and endeavor to obtain a copy for each family, in order to convince the mind of every individual who is willing to read and reflect, of the necessity of a thorough reform in our present system of common school education.

Yours with great respect,

HENRY S. MCCHESENEY,
Sec'y of the Wilson Education Soc'y.

For the Common School Assistant.

APPEAL TO THE CITIZENS OF THE UNITED STATES ON EDUCATION.

NO. I.

Beloved Friends—This is a subject of vital importance to us as a nation and as individuals: it is the main pillar of our national fabric—the corner stone of our republic.

Let the mass of the people enjoy the benefits of an enlightened and virtuous education, and the mightiest efforts of a world combined for our destruction, would be as futile as the attempt of an infant to lift a mountain; but should ignorance spread her gloomy veil over our land, we would behold her a more potent enemy to our liberties than a thousand armies; for soon, very soon, she would dig the grave of our national independence.

For proofs, I need only to point you to the history of past ages. When were the ancient republics in the zenith of their glory, and when gave they laws to the world? At the very time their sun of science shone brightest; when their poets sung and their sages taught—when knowledge was highly prized and generally diffused among the people: then their gigantic walls of liberty stood firm and unmoveable. But alas! alas! they fell.

What enemy so powerful as to demolish and lay them in ruins. Did all other na-

tions combine? No: they could not do it. Did the elements unite for their ruin? No. What then? Alas! it was a foul fiend named IGNORANCE, termed by her devotees the mother of devotion. When she had obscured some of their brightest luminaries of science, she trampled their liberties in the dust. Thus we perceive that ignorance as well as knowledge, is power; but while the former is the destroyer of nations, the latter is their safeguard.

After Greece had groaned for centuries under the haughty oppressor's yoke, her schools at Scio awakened in her countrymen an ardent thirst for liberty; and Greece arose in her might—broke the oppressor's chain, and shook the Ottoman Empire to its centre.

Again, glance back a few short years; behold the tyrant of France attempting to quench the rising light of science; see the flame, which he only smothered for a time, burst like the furious eruption of a volcano, and hurl him from his throne (in spite of his guard of forty thousand men) and drive him an exile to a foreign clime.

Compare the present condition of nations. Look at Spain with her gold and silver mines, her naturally rich and fertile soil; yet as a nation Spain is miserably poor, and her influence on other nations feeble. Then glance at Holland, by nature one immense swamp; but her bosom is loaded with flourishing cities, with a dense population, and she is rich, immensely rich, and with her population of two millions, exerts five times a greater influence on other nations than Spain with her ten millions. We obtain similar results by comparing Switzerland with Italy, Great Britain with Austria, United States with Mexico and the South American States; barbarous with savage; half civilized with civilized, and enlightened with civilized nations. What causes this vast difference? It is told in one word—EDUCATION.

How close the connection between education and liberty. The latter cannot exist without the former, (our pilgrim fathers felt this,) and the more generally education is enjoyed, in the same proportion is a nation rich, (whatever the soil) powerful and influential. Hence if you are a patriot, a friend and lover of your country, you are a warm friend and promoter of education: otherwise you, yes you, are an enemy to your country, a viper in her bosom, whatever you pretend or profess.

Arouse then ye patriots, do your duty, your whole duty, and future generations will engrave your memories on the tablets of their hearts by the side of the purchasers of our blood-bought liberties. Then again let me intreat you, by the duties you owe to your country, to posterity and your God, arouse to this subject, use all your influence and abilities to promote education. * * *

Again, where are asylums for the poor and needy, societies for the amelioration of mankind? In those countries only where the advantages of education are enjoyed.

What countries are the most prolific with crimes? Where ignorance most prevails. Compare Ireland with Scotland.

Glance at the inmates of our prisons; are they educated? No: the great mass have

little or no education. It is stated of those in Connecticut State Prison, that at their entrance ONLY EIGHT IN ONE HUNDRED HAD A COMMON EDUCATION.

What countries and cities are the most infested with mobs and riots, and who compose these mobs? Almost universally the ignorant. Why is it that New England is not infested with them in the same proportion as the other States? The mass of the people are better educated. Hence, ignorance is the mother of misery, crime and mobs.

Are you a philanthropist—then you are an ardent friend of education; otherwise, whatever you call yourself, you have no more of a spirit of a philanthropist, than Satan has of love; but if you are one indeed, strike at the fountain head of the foregoing mentioned evils, i. e. ignorance. Yes, purify the fountain, and then it will send forth a stream to gladden, and beautify in its course.

Where is it that christianity flourishes? Only where the benefits of education are enjoyed. When the missionary lands on a Pagan shore, the education of the youth is his first object; he knows that it is indispensable to his success, either to civilize or christianize, and in a few years their heathen temples fall, and christian churches rise in their stead, dedicated to the living God; and the shakles fall from the female slave; and aged parents, instead of being left to perish for want of care, are tenderly nourished, and children, instead of being sacrificed by their parents, to monsters, are carefully nursed and kindly treated. Hence education is the pioneer of civilization and christianity.

If then, it is an indispensable quality of a patriot and philanthropist, to be a warm friend and promoter of education; how much more of a christian? Do you claim that exalted name, and still are indifferent to this great cause. Shame on your profession! You have no more title to the sacred name you bear, than has the greatest infidel on earth. Arouse then ye christians to greater, far greater efforts than you ever yet have made, to quicken the march of the pioneer of christianity.

Do you wish to accelerate the mellenium dawn—that happy period when Immanuel shall reign King of Nations, as he is now of Saints—then do your uttermost to promote education and the spread of useful knowledge. Here is a wide field of usefulness. Enter it, enter it now, do with your might what your hands find to do; "time is short," do your duty, and leave the world better by your residence in it.

MANTHANO.

THE MONITORIAL SYSTEM.

Albany, Oct. 11, 1836.

DEAR SIR—In the lecture which I delivered at the Female Academy, this day week, I endeavored to set forth the advantages of the Monitorial System, as first brought practically into operation by Joseph Lancaster. I was not, at the time, aware how extensively it had been introduced into this State some years ago, nor yet did I know all the objections which have been entertained against it. I find that it is now very generally abandoned, and as I think

that the reasons which are assigned for this are not satisfactory, I shall venture to make a few remarks upon them. I must, however, make one preliminary observation, and that is, I do not consider the system has had a fair chance in this country; it has been tried *by itself*, and I am therefore not much surprised at its failure: but let it be combined with the interrogative system, which I explained in my lecture, and it will then appear under a very different aspect.

One objection to the Monitorial system is, that a boy is losing his time in teaching, while he ought to be learning. My answer is, that it is only part of his time which is thus occupied; that the rest is taken up in acquiring new knowledge. And further, that the necessity of asking others all manner of questions on the lesson which he is hearing, is one of the surest means of improving himself—it quickens his intellect infinitely more than the mere repetition of a task, and quite as much, or even more, than being obliged to answer such questions himself. So much for the objection that the boy, who is made a teacher, learns nothing. But parents say, "My boy cannot possibly learn from one who is only a year or two older than himself." Now, on the old system, I will allow that, comparatively speaking, he could not learn much in this way; but if they who make this objection could only witness the interrogative method actually in operation—if they could only see the wonderful quickness and intelligence evinced by those who have for some years been trained under it—what *giants* they are in *mind*, though children in *statue*—they would be very well content to let their own boys learn from such instructors as these. Mr. J. Wood, of Edinburgh, says (p. 78 in the Boston edition of his book) "Nothing in the Sessional School has more astonished a stranger, than the zeal, the alertness, the pains, and we may add, the ability, displayed by the monitors. No stronger proof, indeed, can be given of their teaching qualifications, than the eagerness with which they are laid hold of by parents in the higher walks of life, for the domestic education of their own families. Their very age, if it is in some respects undoubtedly a disadvantage, is in others an advantage for this purpose. They, on the one hand, can more easily sympathize with the difficulties of their pupil, while he, on the other hand, with a greater prospect of success, strives to emulate his young teacher." I cannot quote more in this letter, but would recommend the whole chapter, and the whole book indeed, to the attention of your readers. And when I add to this, that in a well organized Lancasterian School, not only are the best and brightest boys selected as monitors, (and let it be remembered that there is a large number to select from,) but that there are what are called *division* monitors, to superintend the operations of eight or ten others who are at the head of the drafts or small classes, and that the eye of the master is over the whole. I have perhaps said enough to show that the objection which we are considering is quite unfounded.

There is, I fear, another objection to the system, prevalent in the minds of some,

arising from the dislike to subjection; they would scorn it in their own persons, and they do not choose that their children should submit to it. "My son is as good as my neighbor's, and I will not suffer that he should be subjected to him," is the feeling of many a parent, and a most weak and childish feeling it is. I would answer it thus: "No authority whatever is claimed over your son beyond that which is necessary for the purposes of instruction: if you would have him *taught*, you must allow him to give up some portion of his personal freedom and independence, to the individual who is to teach him; and if that individual, instead of being a grown up man, happens to be a boy like himself, but a few years older, this does not essentially alter the case; he acquires the knowledge and the instruction, and he acquires it in an interesting manner, and at a moderate cost, and this surely is all that you have to concern yourself about."

Hoping that these few observations may contribute, in some measure, to remove the prejudice under which many labor on this subject, I remain, dear sir,

Yours, very sincerely,

S. WOOD.

DUTIES OF COMMISSIONERS OF COMMON SCHOOLS.

These are—

1. To regulate and fix the boundaries of school districts.
2. To receive from the county treasurer, their town's quota of the Common School Fund.
3. To receive from the town collector an equal amount of money, raised by a tax on the town.
4. To apportion and distribute this money among the several districts of the town according to the number of children in each district, over five and under sixteen years of age.
5. To receive the annual report of the Trustees, and to make an united annual report to the General Superintendent.
6. To see that the schools in the town have been taught during three months of the preceding year, by a *competent person*.
7. To see that the money raised by a tax on the town, and the town's share of the school fund has been paid to *qualified teachers*.
8. To visit the schools in the town.
9. And the commissioners, by virtue of their office, may act as inspectors.

POLITICAL ECONOMY—First Lessons.

BY JOHN M'VICKAR,

Professor of Political Economy in Columbia College, New-York.

This work is one of the happiest efforts for the young mind, that the present age has produced. The principles of this great science are here brought out, clearly, forcibly, and with all the simplicity of childhood.—Says the learned author in the preface:—"The first principles of political economy are truisms, which a child may understand;

and which children should, therefore, be taught." How eloquently and satisfactorily has the author proved his assertion in the little work before us! Here, those great and fixed principles, open, simple and beautiful in themselves, but which frequently puzzle the unread legislator, are brought down to the comprehension and the language of the child. Truly, the most learned men are the most simple men! How much knowledge does it require to be plain, and pure, and simple! Well did a great philosopher once say: "I need all my learning when I talk to a child." Profound remark! Would that more thought so, who are aiding the operations of the infant mind!

The work is intended, either as a textbook, to be committed to memory by the children in the common school, or to be read by them in class, used as a reading class-book. The school that will introduce this little work will elevate its character at once. What inquiries—what comparisons—what closeness of observation—what reasoning—what enlargement of thought—what vigor and power of mind, will this work excite in the youth of this country!

Published at the "Common School Depository," No. 71 State-street, as one of the series of "Useful School Books."

ONTARIO COUNTY.

Each county in the state ought to have one or more agents, constantly travelling about the county—lecturing in every district—calling up public attention to the subject of education—talking with parents, teachers and school officers—spreading the "Common School Assistant,"—making known the "Useful School Books"—forming associations for the improvement of the schools and the spread of knowledge, &c. &c. All this may be done at a very little expense, by a county society. We hope public action will take this course without delay. We subjoin the following, taken from the "Ontario Repository," which, by the way, is a very able paper.

"THE COMMON SCHOOL ASSISTANT."

"Our readers will remember that, when Mr. Kirk was here, several weeks ago, and delivered a lecture on Common School Education, a committee was appointed to raise subscriptions in this village for the purpose of aiding the circulation of the Common School Assistant. That committee, consisting of Henry Howe, Geo. Wilson, Walter Hubbell, Wm. Antis, Jr. and O. L. Holley, have raised a subscription of about \$100 here, and in furtherance of the same object, have authorized Daniel Morris and E. B. Northrop to visit other towns in the county, to distribute the Assistants already received,

to obtain subscribers for more, and to receive donations in aid of its further distribution. The committee have given to Mr. Morris and Mr. Northrop each a certificate of their appointment, which they conclude with a respectful and earnest request to their fellow-citizens to co-operate in this important undertaking to diffuse more enlightened and worthy notions respecting this subject, and especially respecting the *means and methods* by which the actual character of general education is to be improved. The subject is plainly of vital importance to the commonwealth, and we know of no agency more likely to impress that importance upon the minds of our fellow-citizens, and bring public sentiment up to a right and expedient standard, than that of the *Common School Assistant*, if it can be universally circulated."

Ballston, October 10, 1836.

MR. EDITOR—Permit me to say, (although the "Common School Assistant" has proved better than its patrons promised, and is universally appreciated by all its readers,) I think there is one point of great importance in which your paper has not been considered. The point I refer to is this:—*It saves for every parent a considerable amount of his school expenses.* This all will admit; but to make it still clearer, I will say something of my children, and their school and teacher. The numbers you have published on the best method of teaching reading, writing, arithmetic, geography, grammar, &c. have so enlightened and assisted our teacher, that I am confident that I speak within bounds, when I say my children have made three times the improvement in the same amount of time they did before your paper was read. Indeed, sir, there is a new spirit in our school. The teacher has three times the skill in communicating knowledge that he had before. And your remarks on school government too. Sir, you cannot imagine how different our teacher governs his school now, from what he once did. Whenever I used to pass the school-house, I always heard the sound of whipping or scolding, or loud talking and wrangling; but now, when I pass the school, it is so still and quiet that I think if the children wish to read and reason, they have a good opportunity.

Although I pay no more now than I did one year ago, I am confident that my children receive twice the benefit from the school. If a parent will pay fifty cents for your paper, he will so assist his children and the teacher as to save (and I make a moderate estimate,) at least five dollars a year in school expenses. *I do know that I have done so,* and that all my neighbors have been equally benefitted.

Our children's time is valuable, and the

money we pay for their schooling amounts to a considerable sum; and hence it is of the greatest importance that this precious time be well spent, and that our money is well laid out. We seem willing enough to buy books, to employ teachers, and to build school-houses. Yes—for these things we are willing, and do it cheerfully, to pay large sums every year. But when some are requested to pay fifty cents for your paper—which will make that school-house more valuable, the teacher more competent, more skilful, and the books more intelligible and instructive—they think they cannot afford it. They might as well say, I must have horses and oxen to do my work, and cows to furnish me with milk and butter, and therefore I have bought them, *but I cannot now afford to feed them*—it will be an additional expense—they have cost me so much already that I cannot afford to buy hay and grain. But on this subject we would not talk so. We would give our cattle every attention and the best of food, if we intended them to do us a good service. But not so do we act towards our school. We give this but very little attention. We hardly know whether it is fit to do us any service or not, or whether it labors profitably, or, in fact, whether it labors at all. To pay fifty cents to make this expensive machine do a good service and labor faithfully, *we think we cannot afford.* No, the steam-engine has cost so much, that we cannot afford to buy wood to get the steam up—the plough and horses have cost so much that we cannot buy a harness to work with; it costs so much to pay teachers and to buy books, that we cannot afford to get that which will make these teachers and books more useful!

MR. EDITOR, tell me, sir, is this *common sense*? How wofully do parents miss it, when they refuse a little expense to make that useful which they pay so much for! I am confident that if parents will reflect a moment, they will see their true interest, and get all the help they can to make their school, which forms their children's character, enlightened and useful, and one that will give them a fair return for the money they pay.

A PARENT.

TEACHING.

Too little attention is given to this important art. The following directions for teaching were handed in to us by a friend a number of months ago. They are from an experienced teacher, and may prove useful to parents and teachers:

In beginning the education of your children, do not depend too much upon books in their hands, particularly if they are under nine years of age. Commence instruction

by exercises in mental calculations, drawings, geographical figures, and merely the outlines of maps, introduce spelling particularly, by using large letters. As soon as a child can spell a word of three syllables there is no difficulty in teaching him to read. Do not continue one exercise so long as to fatigue or tire the child; but let them be varied so as to become pleasing.

Take care to illustrate to the eye when possible, any thing you wish to communicate; and if it is an exercise of judgment, let your explanation be plain and easy, and simply illustrate by some little story.

As soon as your child can read, commence geography by using maps. Let his lessons in arithmetic, geography, and in fact, every thing you teach, be made a part of his reading.

Let his writing consist of something he is studying. You can teach a child of five years of age spelling, drawing, writing, calculation, reading, geography, all at the same time.

Children soon learn to draw outlines of maps correctly; then let them proceed to fill them up by placing the towns, and of drawing the rivers. This gives an exercise continuing the drawing, spelling, writing and geography.

When a child is advancing beyond what he understands, retreat and present what you wish him to understand in some other form—few children relish the same thing over again. Whenever you fail to arrest the attention to one study, try another; in this way I always get my scholars to study attentively. Never show yourselves angry if possible. Do not ever speak in a loud tone of voice. By no means admit punishment of any sort. Appeal to reason, and you will never fail. Grammar and the highest branches of mathematics should be reserved for children over 12 years of age.

The elements of philosophy by question and answer is an interesting study for young children, if you can get suitable books, (*Little Philosopher*.) Do not require them to commit tasks to memory in the ordinary way; depend upon it that is laborious to the child, and in my opinion serves more to weaken his mind than to improve it. I depend upon illustrating to the eye; and in this I go almost beyond any one I have ever met with. I find no difficulty in teaching elementary calculation by visible objects; and in fact, almost every thing I do teach children under nine years of age. If you teach a school, let your school be so arranged that your pupils can always be engaged. This prevents all the mischief common in schools. Give one hour in the morning to arithmetic, one hour to natural history, by using pictures, and one hour to drawing maps and filling them up. In the evening give your first lesson in writing; let it consist of something they are learning, never write for writing sake only. Use the slate with young beginners in writing. Give half an hour to reading by classes. Let this lecture consist of something they are studying.—Never put a book in a child's hand which you think above his comprehension—picture lessons are the best. Give a lesson in practical numbers with your numeral frame. If you have no such apparatus, use coffee

grains, beans, or something similar. I used small solids to advantage.

If a child betrays inattention while in class, do not show anger: but send him off, at the same time, denying him the instruction you are giving the others. This you will scarcely have to do a second time.—Make the *learning* the good thing in view; and when they displease, make the denial of it the only punishment, and you will never fail. If you wish your children educated, never let them study latin. French and Italian, when practically taught are a valuable part of an education.—*N. Y. S. Jour.*

SCHOOL MEETING DIALOGUE.

Mr. Hiller.—I think we had not better wait any longer; it is an hour after the time the meeting was appointed, and there will be no more here.

Mr. James.—I, for one, would move to go home without doing any thing, as there are only three of us present.

Mr. Simons.—I don't see why the trustees are not here at the meeting; one of them should be here at least.

Mr. Hiller.—Why, Mr. Simons, aint you one of the trustees?

Mr. Simons.—I! No; I am not a trustee. *Mr. Hiller.*—You were appointed at the last meeting, I am certain; for though I did not attend, I am sure I heard you was made trustee.

Mr. Simons.—Well, this is the first I have heard of it; however, it is just as well, for I could not have served if I had known it. I don't see what they want to make me trustee for!

Mr. James.—Because, Mr. Simons, you were absent. We always make it a point to elect those that are absent to office; if you don't want an office, you must attend the meetings. I always attend, that I may keep my neck out.

Mr. Simons.—I'll resign to night. I won't be trustee for ever. *Mr. Hiller,* you shall take my place.

Mr. James.—Mr. Hiller is one of the trustees now; he was appointed at the same time.

Mr. Hiller.—If I am a trustee, I never knew it till this moment. I thought at the time it would be just like them to appoint me; but I never inquired for fear they had.

Mr. James.—Yes, you and Mr. Simons, and Mr. Gookins, were elected. You will learn next time to attend the meetings.

Mr. Simons.—I wonder who was at the last meeting. How many were present, Mr. James?

Mr. James.—To tell the truth, I was the only one at the meeting, so I just elected you three, that I might not have to attend another meeting. And now let us elect three for the next year and go home.

SCHOOL GOVERNMENT—No. II.

You, as a teacher, are unfolding their mental powers, that they may reason and reflect: then give them an opportunity of exercising this reason, and of making reflections upon their actions and upon what they learn. Let them commence this work with you, and make some use of your instructions. Do not teach them that they are made to think and

reflect, and at the same time treat them as though they were machines, unable to think or reason.

Let your scholars see that you *believe* they have such powers, in the exercise of which you tell them their chief dignity consists. Let the force of their desires, appetites, and passions be controlled by their reason while they remain with you, that they may be under the same control when they are left to take care of themselves.*

Why are children so volatile, and obdurate, and dull, and full of mischief? Is it not, in some measure, because all natural and lawful exercise of the mind is denied them? Their minds will be active, and if they are not allowed to reason, they will study to evade; if they are not permitted to see the justness of your command, is it strange that they should be obdurate? Many of your pupils will have mature judgments, and all of them unsophisticated ones; and on matters within the scope of their understandings should appeal to them for decisions.

I know that with some scholars you must use force; but, in the first place, try the influence of persuasion and reason. I am aware, that it is much easier and quicker to give a *blow* than a *reason*; but one reason may secure longer obedience than five hundred blows. A government of force exists only where the eye of the teacher is resting. A government of reason is always looking at the children, and they at it. True it is, that the teacher must have authority; he is the governor of his little republic, and must be obeyed. But as far as reason can transfer this authority to the scholars, the teacher should be willing to relinquish it; *it will govern for him.*

Punishments will sometimes be found necessary. But severe punishment should be used with great care. It should have peculiar reference to the character of the pupil, so as not to awaken a spirit of bitterness or defiance, or dislike to study. I think that punishment, as much as possible, should be mental instead of being corporal.

But whenever they are necessary, and whatever kind may be inflicted, they should *answer their end.* The end of punishment should be to prevent a repetition of the offence; but the kind and degree of punishment that is generally awarded, and the manner in which it is usually inflicted, come far short of securing this end. The only effect of punishment, in too many cases, is the excitement of the bad passions of the pupil. And when such passions are frequently inflamed, the character is forming, and becoming fixed, under the most unhappy circumstances.

I believe that much of the malignity of men has its origin in the injudicious punishment of children. When the teacher finds it necessary to correct a scholar, he should exercise his judgment in determining the nature and the degree of punishment which

* Our principal aim, in each kind of instruction is, to induce the young men to think and judge for themselves. We are opposed to all mechanical study and servile transcript. The masters of our primary schools must possess intelligence themselves, in order to be able to awaken it in their pupils; otherwise, the state would doubtless prefer the less expensive schools of Bell and Lancaster.—*Cousin's Report.*

the peculiarities of the individual require, he should likewise administer it in that manner which the nature of the offence, and an intimate knowledge of the character of the offender, may seem to prescribe.

There is at present a great deal of corporal punishment in our district schools; and I am afraid that but very little of it answers the end for which it should be given. The fear of doing wrong for the time, and hatred to the teacher and the school, are, too frequently, the results of corporal punishments; and I think that teachers should consider this part of school government with more care than they have hitherto done.*

QUALIFICATIONS OF TEACHERS.

No. I.

I know of nothing in which this government is so deficient as it is in well qualified teachers for her elementary schools. The two great things which are wanting in this country, are, competent teachers, and a disposition on the part of parents to pay such teachers a suitable compensation. I will speak of this disposition of parents in another place. The requisite qualifications of teachers are the subjects now before us.

In the first place I will mention some of the deficiencies of common school-teachers; and in the second place some of the qualifications which their office requires. I hope that I shall be excused for being plain; the good of all demands that I should be so.†

The people of the United States employ, annually, at least eighty thousand common school instructors. There are in the twenty-four states not less than eighty thousand common schools, (we do not include the higher schools.)

Among these eighty thousand teachers, but a very few have made any preparation for their duties; the most of them accidentally assume this office as a temporary employment. They seek it to fill up a vacant month or two, when they expect something else will offer far more lucrative and suitable to their wishes.

Many teach for a short time, that they may obtain a little money to assist them in a higher course of studies which they have commenced;‡ others make the business a mere stepping-stone to something which they consider far more honorable; and some

* But let the masters never forget, that the severest measures of discipline should be pervaded by a sentiment of tenderness and love, which chastises only to improve.—*Cousin's Report.*

† The school-master who, from indolence, carelessness, or bad disposition, neglects his occupation, instructs badly, or uses his power without discernment, shall be admonished first by the inspector of the school, and then by the inspector of the circle. If he does not amend, he shall be reported to the provincial authorities, who, on sufficient evidence, shall impose, amongst other penalties, and according to the income of the delinquent, progressive pecuniary fines, which shall be added to the funds of the school. If reprimands, threats, and punishments have no effect, his employment shall be taken from him.—*Cousin's Report.*

‡ The Germans give, as an instance of the low state of primary education in Royal Saxony, (the case is very different in the dutchies,) that the places of school-masters are there commonly filled by mere candidates of theology. In Scotland we should think this qualification very high.—*Preface to Cousin's Report.*

become school-masters because their health will not sustain an exposure to out-door weather, or, what is more frequently the case, because they suppose the labors of a teacher are not as rough and arduous as the winter-labors of a farm.

Having become teachers from motives like these, they have not thought of the responsibilities of their office; they see not the fearful and momentous relations which they hold to the immortal souls committed to their care; and can they discharge their duties faithfully and conscientiously, when ignorant of what they are doing? They intend to teach but a short time, and therefore care nothing about making improvements in their method of instruction, or of becoming better qualified for their business.

They know that the unpleasant occupation will soon cease, and they do not wish to task their minds with it any more than is absolutely necessary. They probably have no love for the society of children, and in many cases have a decided dislike to any intercourse with them. They have associated with children but little, and are ignorant of the manner in which they learn. They know not how to sympathize with children, or how to please or interest them; and they hope soon to be free from their stupidity and vexation, and shun all present intercourse as much as possible.

Many, not being able to discriminate between the different characters of their pupils, have one unchanging treatment for all: these meet with difficulties in pleasing the parents, or in governing the larger scholars, and then threaten, stamp, scold, and whip, and conclude by losing all government over themselves. They have no system, and nothing comes in the right time or place; every thing is in confusion; eight or ten noisy scholars vociferating for some privilege or information at the same time.

This throws them into a passion, and they sputter about without accomplishing any thing, or producing any order. Their patience is soon lost, and the irritability of their temper is worked off on some unlucky urchin who happens to be in the direction of their wrath.

What I have said is not from the imagination. I have seen many such scenes; and so, either with high glee or trembling fear, has many a school-boy. Many, many instructors also are ignorant of what they are expected to teach; they became teachers that they might learn,—not to teach others. Many take this office that they may acquire that knowledge which they now begin to feel the want of, but which was regarded as useless when they idled away their school-days.

They feel the necessity of becoming the learner; but to save the profession of ignorance, and the disgrace of their advanced age, they assume the name and office of instructor. Their labor to acquire knowledge prevents them from attending to the children. The teacher's attainments are suspected, and being measured by the acquisitions of some of the more advanced scholars, they are frequently seen to suffer from the comparison; this makes the teacher either embarrassed or arrogant, and therefore impatient or techy.

These are some of the defects of many of our common school teachers. Much more might be said in the way of finding fault, but I have neither space nor inclination to pursue this unpleasant task. One mend-fault is worth ten find-faults, all the world over. I will now, in the second place, mention some of the qualifications which every teacher should have; and from these, others, which I may not notice, may be inferred.

EDUCATION IN ILLINOIS.

In a preamble to one of the school laws in Illinois, I find the following sentence:—"Believing that the mind of every citizen of every republic is the common property of society, and constitutes the basis of its strength and happiness, it is considered the peculiar duty of a free government, like ours, to encourage and extend the improvement and cultivation of the intellectual energies of the whole." This sentiment is worthy of all praise; and, if carried out into thorough operation, will result in the richest blessings to the children and youth of the State. How far provisions have been made by legislative enactment, to carry into effect the principle of the preamble, may be seen from the subjoined statement of facts.

When Illinois was admitted into the Union, Congress gave sixteen section (640 acres) of every township for school purpose. This was to be devoted to the special benefit of families who reside in the separate townships, and not to the common school fund. By an act of Congress, three per cent. of the net proceeds of all public lands sold after the first of January, 1819, is to be paid over by the general government, subject to the control of the State authority. This is to constitute a common fund for education. In addition to the above, two entire townships, or 46,080 acres, have been added to the common for education. The revenue thus derived for education purposes, will continue as long as there are any unsold Congress lands. By this wise provision of national legislation, the immense domain of public land in this state is made to support, not only the physical wants of the population, but also to expand and strengthen the intellectual energies of the hundreds of thousands who are yet destined to inhabit this fertile region.

The following table will exhibit the state of the school fund in Illinois in 1884.

Present fund at interest,	\$108,843
Value of seminary lands unsold,	400,000
Value of sections, numbered sixteen,	1,211,933
Estimate of the 3 per cent. fund on public lands not unsold in the state,	563,333
	<hr/> \$1,924,109

This table, based upon a fair calculation, shows that the school fund of Illinois, present and future, is above two millions of dollars.

But little has been done, in a wise, systematic manner, to bring this enormous sum into a profitable intellectual revenue to the state. It involves a deep responsibility upon future legislatures. If they act under a spirit of liberal forethought, of enlightened

philanthropy, and of prudent discussion, they will so manage this sacred deposit as to make it yield a plentiful harvest of moral power and intellectual strength and beauty to the state. It is amply sufficient to educate every child within the limits of Illinois. It is devoutly to be hoped that, in this matter, the people and their rulers may be inspired with true wisdom and a correct judgment.—*Cincinnati Journal*.

TEACHING WRITING—No. II.

When the pupil commences writing on paper, he should have a book made at least of four sheets doubled once, and well sewed and covered. At first, ruled paper should be used. The book should have the lines written out full, and kept free from blot; and each pupil should have an inkstand filled with clear, free ink.

This article in our district schools is apt to be extremely poor. The parents buy a paper of ink-powder, and put it into a jug with the prescribed quantity of rain-water and vinegar. For a time it is good; but after a while it is so far poured out as to appear thick. The practice then is to fill up the jug again with vinegar and water. The ink is now thin and pale, and not fit for use. The child carries it to school, but does not like it; and takes the liberty of running to one of its neighbors to borrow its penfuls, as they may be required while continuing to write. The rejected inkstand is placed one side, and used at the evening meetings, religious or otherwise, for candlesticks.

The inkstands containing good ink are frequently employed in this candlestick service, and thus all of the ink in the school-house is spoiled; yet the children continue to use it, and blot their paper, and make many fruitless attempts to form the letters. If the inkstands should be so fortunate as not to receive this greasy treatment, they are, by the carelessness of the children, left unstopped, the ink permitted to evaporate and dry up, the loss of which is always the wreck of pens from their frequent dives after that which is not to be found.

The inkstand is then filled up with water, and the diluted stuff is used, because the owner never thinks (or perhaps is not able) to get that which is better. Sometimes the ink is thick, and does not run freely in the pen. This the young penman overlooks, or puts up with in the best way he can, though never able to make a fine mark or a smooth line. I say then, again, that the article of ink is not sufficiently attended to, (either by teacher, pupil, or parent,) in our district schools.

The pupil being provided with a pen, writing-book, and an inkstand filled with free, black ink, may take his seat at the writing-desk. The desk should be about as high as the elbow of the writer when the arm hangs down by the side, and the surface upon which the book is laid should be but very little, if any, inclined. Most of our district school-houses have badly constructed writing desks.

They are injured and stand unsteady, or cut full of holes, ridges and furrows, or incline almost to a perpendicular, making it scarcely possible to keep the book on them, or too narrow, merely admitting the paper,

and not any part of the arm. They should be altered, and made firm, wide and almost parallel with the floor, and of several heights to suit the several heights to suit the several sizes of the writers.

The pupil, at a desk of the proper height, should sit in a healthy, easy attitude; that is, but a very little bent over; his left foot a little in advance of his right; his left arm resting on the table, its hand steadying the paper, and the body resting considerable weight upon it, and the left side of the body somewhat nearer the desk than the right. The right arm should be left free, either to be thrown out or to be drawn in towards the breast; it should receive no weight from the body, but be permitted to move in a rectilinear manner, unwearied and unrestrained.

The whole arm should frequently move, but the forearm will be in constant motion, permitting the hand and wrist to advance across the paper as fast as the words are finished. The pen should not be taken from the paper while writing a word, even the longest one. The fingers making the vertical, or up and down strokes, and the movement of the forearm the side, or what may be called the advance marks. The pen should be held with the feather end pointing directly at the shoulder; it should be raised straight enough to pass up between the second and third joint of the forefinger; the thumb a little bent out, and the end opposite the first joint of the forefinger, and the pen resting under the nail of the second finger, the end of which should be three quarters of an inch from the paper.

Sitting in the position above described, and having this hold of the pen, the pupil may begin to write. The teacher should keep a close eye upon the writer, lest he change the position of the body or the pen.

This position is easy and natural, but former bad habits may make it a little unpleasant at first. The paper should lie square before the writer.

The teacher, having his pens (or pens for the younger scholars, for the older ones should prepare their own) in readiness beforehand, should have a stated time for writing, when all should be engaged in it at the same time. His constant attention during this exercise should be directed to the position in which his pupils sit, to the manner in which they hold their pens, and to the imperfections of their writing.

When a disproportionate letter is made, the child should see it as such—when some letters are too far from each others, or crowded into too small a space, the pupil should be told of it, and made to perceive it—when the letters do not come down to, or reach below the line, and are not uniform, the writer should have his attention directed to this irregularity, and perceive the deformity it causes. Constant watchfulness is necessary on the part of the teacher; for *when the strokes of the pen are made correctly, and with care, every succeeding mark will be an improvement; but when they are made wrong, every repeated effort strengthens a bad habit, and renders the pupil more and more unqualified for becoming a good writer afterwards.*

As I have before said, the larger pupils should make their own pens. To do this, each one should be provided with a good

knife, and be instructed by the teacher. One reason of so many poor writers, is that scholars in the district schools seldom learn to make their pens, and consequently are unable to furnish themselves when one is required in after-life. They are obliged to have some one, and they make the best they can, but it is, indeed, a poor thing.

This poor pen, added to what they have forgotten of their writing, or perhaps what they never knew, makes a miserable scrawl—their straight mark would have been quite as honorable; yet they have spent much time in learning to write. It is but of little use to learn to write, if we do not learn to make our pens. Let all teachers, then, who attempt to teach the one, also teach the other.

Young lads, who labor night and morning, and attend school during the session hours, should be careful not to over-heat or over-exercise their hands; if they do, the swelling and trembling will prevent them from holding a steady hand when writing. Many commit this imprudence in their exercises. They should also keep their hands as pliable as possible.

They should read writing more frequently than they do; much may be learned from examining the beautiful penmanship of others. This exercise, too, would enable them to read writing with more facility. They should practise writing without having their paper ruled. They will have to write without lines, and they should begin at school. They should, also, write without the copy-plate before them. Many are able to write well with this, but without it they can do nothing. Break away from it in school, and it will be easier to do so when out.

TO PARENTS.

Parents leave the education of their children too much with the schoolmaster. You appear to think, that providing your offspring with food and clothing is all that is required of you: the education, the formation of the character, you say, belongs to the teacher. This cannot be so. Your example, companions, opinions, and expressions, will unite with the teacher's instructions. You should, instead of trusting all to the teacher, co-operate with him, unite your labors with his, and ascertain the influence of the teacher and the influence of the school.

Do not speak unfavorably of the teacher before your children, but teach them to love the instructor and the school-room, and at all times to be obedient. If your children are under a good government at home, it will greatly aid the teacher in managing them at school; but, if the government at home is bad, it will be difficult for the instructor to control their conduct, or establish any government over them during the school hours.

You often complain of the defective government of the teacher, yet do not perceive that the children at home are under no restraint. You, perhaps, have indulged them in every whim and desire; subdued but few of their vicious inclinations; suffered them to grow up disobedient and in inattentive; and now, how can you expect the teacher to bring them under an orderly, respectful behavior at school? Do not find fault with the teacher till you have examined your own go-

vernment, and ascertained how far you have fitted them for obeying or disobeying others.

"Education," says Burke, "is the *cheap defence of nations.*" "The maxim," says Dr. Chalmers, "is one of the weightiest oracular sayings which has ever fallen from any of the seers or sages of our land." As to its author, he says:—"His was the wisdom of intuition; so that, without formal development or the aid of a logical process, he often, by a single glance," (as in the case before us), "made the discovery of a great principle, and by a single word, memorably and felicitously expressed it."

The minister of public instruction in France, has directed catalogues of select works to be made for small libraries for the central prisons. They are to be composed of elementary books, works of religious instruction, and other suitable subjects.

GOOD SYMPTOMS.

When we commenced this paper, our friends advised us not to print more than 3,000 copies. We saw, however, that unless we circulated 15,000 copies, it would not do to put our terms as low as we thought it necessary, to give all an opportunity to read the work. 15,000 were published. In four months after the first number was issued, we had 15,000 subscribers. 5,000 copies of the back numbers were reprinted. These lasted till the seventh number, when our subscription list numbered 20,000 subscribers. We then reprinted the back numbers to the amount of 10,000 copies more, which now makes a monthly publication of 30,000 copies!! The numbers are so connected, that the back ones are always desired. We ask if these are not good symptoms? Is not education the great thing before the public mind.

LOCAL AGENTS WANTED.

It is deemed necessary by the leading men in this state, for the purpose of securing an immediate, uniform improvement in the common schools, to *appoint and adequately pay a permanent Agent for each county in the state.* Three months time, from the agent, will be required each year. For this service, the compensation will be \$100 annually. The agent must be a resident of the county, and a man of some influence. Proposals, accompanied by certificates of character, ability, &c. may be made to the editor of this paper.

The CULTIVATOR, a monthly publication of 16 quarto pages each, conducted by J. BUEL, and devoted exclusively to agriculture and the improvement of young men, is forwarded to subscribers from the office, (No. 67 State-street,) at fifty cents per annum, payable in advance.

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